

108TH CONGRESS
1ST SESSION

H. R. 3007

To assist States in establishing a universal prekindergarten program to ensure that all children 3, 4, and 5 years old have access to a high-quality full-day, full-calendar-year prekindergarten education.

IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 4, 2003

Mr. KUCINICH (for himself, Mr. CONYERS, Mr. OWENS, Mr. SERRANO, Ms. LEE, Mr. NADLER, Ms. NORTON, Mr. GRIJALVA, Ms. SCHAKOWSKY, Mr. PALLONE, Mr. MICHAUD, Mr. DEUTSCH, Ms. CARSON of Indiana, Mr. HINCHEY, Mr. WEXLER, Ms. DELAURO, Mr. PAYNE, Ms. LOFGREN, Mr. MCGOVERN, Mr. RANGEL, Mr. OLVER, Mrs. JONES of Ohio, Mr. GUTIERREZ, Mr. FALCONE, Mr. ANDREWS, Ms. KAPTUR, Mr. RUSH, Mr. DAVIS of Illinois, Mr. SANDERS, Mr. DAVIS of Tennessee, Ms. JACKSON-LEE of Texas, and Ms. WOOLSEY) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To assist States in establishing a universal prekindergarten program to ensure that all children 3, 4, and 5 years old have access to a high-quality full-day, full-calendar-year prekindergarten education.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Universal Prekinder-
5 garten Act”.

1 **SEC. 2. FINDINGS AND PURPOSE.**

2 (a) FINDINGS.—The Congress finds the following:

3 (1) High-quality prekindergarten programs help
4 children to succeed academically. Children who at-
5 tended a high-quality prekindergarten program have
6 higher academic achievement, lower rates of grade
7 retention, are less likely to be placed in special edu-
8 cation, and graduate from high school at higher
9 rates than those who did not.

10 (2) Early childhood education can reduce juve-
11 nile delinquency rates. A 15-year study following
12 989 low-income children who attended high-quality,
13 comprehensive prekindergarten found that they were
14 33 percent less likely to be arrested, and 42 percent
15 less likely to be arrested for a violent crime, than
16 children in the control group.

17 (3) There is currently a drastic shortage of af-
18 fordable, quality early education programs that are
19 accessible for working families.

20 (4) Full-day, full-calendar-year universal pre-
21 kindergarten programs would ensure all children 3,
22 4, and 5 years old have access to school readiness
23 programs and quality child care.

24 (5) Research shows that investing in quality
25 prekindergarten programs will provide savings in the
26 form of reduced need for remedial education, de-

1 creased crime rates, lower school dropout rates, and
2 decreased welfare dependence.

3 (b) PURPOSE.—The purpose of this Act is to ensure
4 that all children 3, 4, and 5 years old have access to a
5 high-quality full-day, full-calendar-year prekindergarten
6 program by providing grants to States to assist in devel-
7 oping a universal prekindergarten program that is vol-
8 untary and free-of-charge.

9 **SEC. 3. PREKINDERGARTEN GRANT PROGRAM AUTHORIZA-**
10 **TION.**

11 The Secretary of Health and Human Services, in con-
12 sultation with the Secretary of Education, shall provide
13 grants to an agency designated by each State (hereafter
14 in this Act referred to as the “designated State agency”)
15 for the development of high-quality full-day, full-calendar-
16 year universal prekindergarten programs for all children
17 3, 4, and 5 years old in the State.

18 **SEC. 4. STATE REQUIREMENTS.**

19 (a) STATE MATCHING FUNDS.—Federal funds made
20 available to a designated State agency under this Act shall
21 be matched at least 20 percent by State funds.

22 (b) STATE APPLICATION.—To be eligible to receive
23 funds under this Act, a designated State agency shall sub-
24 mit an application at such time, in such manner, and con-
25 taining such information as the Secretary of Health and

1 Human Services may require. The application shall in-
2 clude the following:

3 (1) How the designated State agency, in over-
4 seeing the State's universal prekindergarten pro-
5 gram, will coordinate with other State agencies re-
6 sponsible for early childhood education and health
7 programs.

8 (2) A State plan to establish and implement a
9 statewide universal prekindergarten program, in ac-
10 cordance with subsection (c).

11 (c) STATE PLAN.—The State plan required under
12 subsection (b)(2) shall include each of the following:

13 (1) A description of the universal prekindergarten
14 program that will be established and how it
15 will support children's cognitive, social, emotional,
16 and physical development.

17 (2) A statement of the goals for universal pre-
18 kindergarten programs and how program outcomes
19 will be measured.

20 (3) A description of—

21 (A) how funding will be distributed to eli-
22 gible prekindergarten program providers based
23 on the need for early childhood education in
24 each geographical area served by such pro-
25 viders; and

1 (B) how the designated State agency will
2 involve representatives of early childhood pro-
3 gram providers (including child care providers,
4 Head Start programs, and State and local
5 agencies) that sponsor programs addressing
6 children 3, 4, and 5 years old.

7 (4) A description of how the designated State
8 agency will coordinate with existing State-funded
9 prekindergarten programs, federally funded pro-
10 grams (such as Head Start programs), public school
11 programs, and child care providers.

12 (5) A description of how an eligible prekinde-
13 rgarten program provider may apply to the des-
14 ignated State agency for funding under this Act.

15 (6) A plan to address the shortages of qualified
16 early childhood education teachers, including how to
17 increase such teachers' compensation to be com-
18 parable to that of public school teachers.

19 (7) How the designated State agency will pro-
20 vide ongoing professional development opportunities
21 to help increase the number of teachers in early
22 childhood programs who meet the State's education
23 or credential requirements for prekindergarten
24 teachers.

1 (8) A plan to address how the universal pre-
2 kindergarten program will meet the needs of chil-
3 dren with disabilities, limited English proficiency,
4 and other special needs.

5 (9) A plan to provide transportation to children
6 to and from the universal prekindergarten program.

7 (10) A description of how the State will provide
8 the 20 percent match of Federal funds.

9 (d) ADMINISTRATION.—A designated State agency
10 may not use more than 5 percent of a grant under this
11 Act for costs associated with State administration of the
12 program under this Act.

13 **SEC. 5. LOCAL REQUIREMENTS.**

14 (a) IN GENERAL.—An eligible prekindergarten pro-
15 gram provider receiving funding under this Act shall—

16 (1) maintain a maximum class size of 20 chil-
17 dren;

18 (2) maintain a ratio of not more than 10 chil-
19 dren for each member of the teaching staff;

20 (3)(A) ensure that all prekindergarten teachers
21 meet the requirements for teachers at a State-fund-
22 ed prekindergarten program under an applicable
23 State law; and

24 (B) document that the State is demonstrating
25 significant progress in assisting prekindergarten

1 teachers on working toward a bachelor of arts de-
2 gree with training in early childhood development or
3 early childhood education;

4 (4)(A) be accredited by a national organization
5 with demonstrated experience in accrediting pre-
6 kindergarten programs; or

7 (B) provide assurances that it shall obtain such
8 accreditation not later than 3 years after first re-
9 ceiving funding under this Act; and

10 (5) meet applicable State and local child care li-
11 censing health and safety standards.

12 (b) LOCAL APPLICATION.—Eligible prekindergarten
13 program providers desiring to receive funding under this
14 Act shall submit an application to the designated State
15 agency overseeing funds under this Act containing the fol-
16 lowing:

17 (1) A description of the prekindergarten pro-
18 gram.

19 (2) A statement of the demonstrated need for
20 a program, or an enhanced or expanded program, in
21 the area served by the eligible prekindergarten pro-
22 gram provider.

23 (3) A description of the age-appropriate and de-
24 velopmentally appropriate educational curriculum to
25 be provided that will help children be ready for

1 school and assist them in the transition to kinder-
2 garten.

3 (4) A description of how the eligible prekindergarten
4 garten program provider will collaborate with exist-
5 ing community-based child care providers and Head
6 Start programs.

7 (5) A description of how students and families
8 will be assisted in obtaining supportive services
9 available in their communities.

10 (6) A plan to promote parental involvement in
11 the prekindergarten program.

12 (7) A description of how teachers will receive
13 ongoing professional development in early childhood
14 development and education.

15 (8) An assurance that prekindergarten pro-
16 grams receiving funds under this Act provide the
17 data required in section 7(c).

18 **SEC. 6. PROFESSIONAL DEVELOPMENT SET-ASIDE.**

19 (a) IN GENERAL.—A designated State agency may
20 set aside up to 5 percent of a grant under this Act for
21 ongoing professional development activities for teachers
22 and staff at prekindergarten programs that wish to par-
23 ticipate in the universal prekindergarten grant program
24 under this Act. A designated State agency using the set-

1 aside for professional development must include in its ap-
2 plication the following:

3 (1) A description of how the designated State
4 agency will ensure that eligible prekindergarten pro-
5 gram providers in a range of settings (including
6 child care providers, Head Start programs, and
7 schools) will participate in the professional develop-
8 ment programs.

9 (2) An assurance that, in developing its applica-
10 tion and in carrying out its program, the profes-
11 sional development provider has consulted, and will
12 consult, with relevant agencies, early childhood orga-
13 nizations, early childhood education experts, and
14 early childhood program providers.

15 (3) A description of how the designated State
16 agency will ensure that the professional development
17 is ongoing and accessible to educators in all geo-
18 graphic areas of the State, including by the use of
19 advanced educational technologies.

20 (4) A description of how the designated State
21 agency will ensure that such set-aside funds will be
22 used to pay the cost of additional education and
23 training.

24 (5) A description of how the designated State
25 agency will work with other agencies and institutions

1 of higher education to provide scholarships and
2 other financial assistance to prekindergarten staff.

3 (6) A description of how the State educational
4 agency will provide a financial incentive, such as a
5 financial stipend or a bonus, to educators who par-
6 ticipate in and complete such professional develop-
7 ment.

8 (7) A description of how the professional devel-
9 opment activities will be carried out, including the
10 following:

11 (A) How programs and educators will be
12 selected to participate.

13 (B) How professional development pro-
14 viders will be selected, based on demonstrated
15 experience in providing research-based profes-
16 sional development to early childhood educators.

17 (C) The types of research-based profes-
18 sional development activities that will be carried
19 out in all domains of children's physical, cog-
20 nitive, social, and emotional development and
21 on early childhood pedagogy.

22 (D) How the program will train early
23 childhood educators to meet the diverse edu-
24 cational needs of children in the community, es-

1 pecially children who have limited English pro-
2 ficiency, disabilities, and other special needs.

3 (E) How the program will coordinate with
4 and build upon, but not supplant or duplicate,
5 early childhood education professional develop-
6 ment activities that exist in the community.

7 (b) USES OF FUNDS.—Funds set aside under this
8 section may be used for ongoing professional develop-
9 ment—

10 (1) to provide prekindergarten teachers and
11 staff with the knowledge and skills for the applica-
12 tion of recent research on child cognitive, social,
13 emotional, and physical development, including lan-
14 guage and literacy development, and on early child-
15 hood pedagogy;

16 (2) to provide the cost of education needed to
17 obtain a credential or degree with specific training
18 in early childhood development or education;

19 (3) to work with children who have limited
20 English proficiency, disabilities, and other special
21 needs; and

22 (4) to select and use developmentally appro-
23 priate screening and diagnostic assessments to im-
24 prove teaching and learning and make appropriate

1 referrals for services to support prekindergarten
2 children's development and learning.

3 **SEC. 7. REPORTING.**

4 (a) REPORT BY SECRETARY.—For each year in which
5 funding is provided under this Act, the Secretary of
6 Health and Human Services shall submit an annual report
7 to the Congress on the implementation and effectiveness
8 of the universal prekindergarten program under this Act.

9 (b) REPORT BY DESIGNATED STATE AGENCY.—Each
10 designated State agency that provides grants to eligible
11 prekindergarten program providers under this Act shall
12 submit to the Secretary an annual report on the imple-
13 mentation and effectiveness of the programs in the State
14 supported under this Act. Such report shall contain such
15 additional information as the Secretary may reasonably
16 require.

17 (c) REPORT BY GRANT RECIPIENT.—Each eligible
18 prekindergarten program provider that receives a grant
19 under this Act shall submit to the designated State agency
20 an annual report that includes, with respect to the pro-
21 gram supported by such grant, the following:

22 (1) A description of the type of program and a
23 statement of the number and ages of children served
24 by the program, as well as the number and ages of

1 children with a disability or a native language other
2 than English.

3 (2) A description of the qualifications of the
4 program staff and the type of ongoing professional
5 development provided to such staff.

6 (3) A statement of all sources of Federal, State,
7 local, and private funds received by the program.

8 (4) A description of the curricula, materials,
9 and activities used by the program to support early
10 childhood development and learning.

11 (5) Such other information as the designated
12 State agency may reasonably require.

13 **SEC. 8. FEDERAL FUNDS SUPPLEMENTARY.**

14 Funds made available under this Act may not be used
15 to supplant other Federal, State, local, or private funds
16 that would, in the absence of such Federal funds, be made
17 available for the program assisted under this Act.

18 **SEC. 9. DEFINITIONS.**

19 In this Act:

20 (1) The term “eligible prekindergarten program
21 provider” means a prekindergarten program pro-
22 vider that is—

23 (A) a school;

24 (B) supported, sponsored, supervised, or
25 carried out by a local educational agency;

1 (C) a Head Start program; or

2 (D) a child care provider.

3 (2) The term “prekindergarten program”
4 means a program serving children 3, 4, and 5 years
5 old that supports children’s cognitive, social, emo-
6 tional, and physical development and helps prepare
7 those children for the transition to kindergarten.

8 (3) The term “local educational agency” has
9 the meaning given that term in the Elementary and
10 Secondary Education Act of 1965 (20 U.S.C. 6301
11 et seq.).

12 (4) The term “prekindergarten teacher” means
13 an individual who has received, or is working to-
14 ward, a bachelor of arts degree in early childhood
15 education.

16 **SEC. 10. AUTHORIZATION OF APPROPRIATIONS.**

17 There are authorized to be appropriated to carry out
18 this Act—

19 (1) \$10,000,000,000 for fiscal year 2003;

20 (2) \$20,000,000,000 for fiscal year 2004;

21 (3) \$30,000,000,000 for fiscal year 2005;

22 (4) \$40,000,000,000 for fiscal year 2006; and

23 (5) \$50,000,000,000 for fiscal year 2007.

○